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ABSTRACT

Academic and behavioral assessment of learning disabled students (ages 3-11 years) at the Greene County Learning Center (Xenia, OH) is comprised of three tests (Woodcock Reading Mastery Tests, the Peabody Individual Achievement Test, and Group Learning Skills Tests) and teacher observation. An individualized educational program is determined based on assessment results. The Woodcock Reading Test is used to identify strengths and weaknesses in reading and the results are recorded on the Master Assessment Profile Sheet which is a part of the individual file kept for each student. The mathematics, spelling, and general information sections of the Peabody Individual Achievement Test are also recorded on the master profile sheet and comparisons of the Peabody and Woodcock spelling tests are made. Results of these tests, and observations of learning style made while the tests were administered, form the basis for academic placement. The Tests of Group Learning Skills are designed to measure eight basic information processing skills and results of these tests provide valuable information on the learning style of the individual child. (PHR)

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ACADEMIC AND BEHAVIORAL ASSESSMENT: PROGRAM PRESCRIPTION

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A Portion of a Presentation given
at the Fifty-seventh Annual International Convention
of the Council for Exceptional Children
April 25, 1979

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ACADEMIC AND BEHAVIORAL ASSESSMENT: PROGRAM PRESCRIPTION

During the first week of school, students at the Greene County Learning Center are administered a series of assessment tests. Three tests are given: the Woodcock Reading Mastery Tests, the Peabody Individual Achievement Test, and the Group Learning Skills Tests. Based on the results of these tests and teacher observations, the appropriate psychoeducational program for each student is prescribed.

An individual (Individualized Educational Program) file folder is set up for each student. In this folder is a Personal Data Sheet (Illustration 1) which has been completed with the student. Completing this sheet with the student provides a good opportunity to establish rapport with the child. During this individual contact, the teacher can observe whether or not the student knows and is able to write personal data such as his father's name, spelling of his street address, and his home phone number. Included also in the folder is a Master Assessment/Objective Profile Sheet (Illustration 2). On this sheet are recorded the date of the test in the first column, the assessment tool used in the second, the results of the assessment in the third, objectives in the fourth, and post assessment results in the last column.¹

The first assessment is of reading skills with the Woodcock Reading Mastery Tests (Illustration 3 & 4). The Woodcock is a battery of five individually administered reading tests for use from kindergarten to grade twelve. The five tests are Letter Identification, Word Ident-

ification, Word Attack, Word Comprehension, and Passage Comprehension. In addition, an index of Total Reading is obtained by combining performance on the five separate tests.² The Woodcock yields an Easy Reading Level (the grade level at which the subject is predicted to perform with 96% mastery), the Reading Grade Score (the student will perform at 90% mastery), and the Failure Reading Level (the student will perform with 75% mastery). The results of these tests are recorded and interpreted on the Master Assessment Profile Sheet (Illustration 2). On this sheet the teacher is able to determine the child's strengths and weaknesses. For example, in checking the results of the Woodcock test, the teacher will see first of all the child's strengths and make a positive statement about them. As the answers are analyzed, he should look for patterns and coordinate these with patterns on the spelling section of the Peabody test later. Perhaps the child has consistently missed the short vowel sounds, or the beginnings or endings of words, or predominantly the middle sounds in words. From this information the teacher is then able to establish meaningful objectives for working with the child in reading, for example, the student will be able to identify the short vowel sound in a given word. Another example would be given a word, the student will be able to identify the initial and final consonants. These are recorded in the fourth column.

The next test administered is the Peabody Individual Achievement Test (Illustration 5). Only the Mathematics, Spelling, and General Information sections are given since we use the Woodcock to test reading. The Peabody Test is also individually administered and is useful in finding the general level of achievement.³ These results are also

recorded on the Master Assessment Profile Sheet (Illustration 2). As was mentioned before, the results of the spelling test can be compared with the results of the Woodcock. If the child has had trouble with short vowels on the reading test, the same problem will probably show up on the spelling test. If he has had trouble with the beginnings or endings of words, these things will probably show up on the spelling test also.

Next the missed math items must be analyzed. Determine where on the sequence of math skills the child is and begin there with the skills he needs to work on. Perhaps he has learned the basic addition facts, but has missed a number of the subtraction facts. He could review the addition facts for a short time to assure his feeling some success and then proceed to subtraction. The objective should be recorded on the Master Assessment Profile Sheet in the I.E.P. folder, namely, the student will be able to write the correct answers for the one hundred addition facts.

The General Information section of the Peabody Test provides a basis for some insight into the background of the individual⁴ and for determining where he is in regard to social studies, for example, how low or high his self-esteem may be or how well he can relate to other individuals. It may be found that he needs to work on map reading skills. He may be unaware of his government and its services to him. Again, objectives are established from the information derived from this test and are recorded on the Master Assessment Profile Sheet (Illustration 2). For example, the student will demonstrate his ability to identify, give, and follow directions on various maps.

After these tests are given the teacher has a general idea where

each child should start academically. Some observations should have been made about his learning style as the tests were administered: Is he easily distracted? Does he require immediate feedback? Can he handle an overload? Does he require manipulative materials in Math? Is test anxiety a problem for him? Does he have trouble following directions? Is he confused in regard to directionality? These observations are made during a testing period.

Another battery of tests which were given this year for the first time was the Tests of Group Learning Skills. This experimental edition which was put out by Activity Records, Inc., Freeport, New York, was constructed to measure eight basic information processing skills. Four subtests measure processes occurring primarily within the visual channel: Visual-Motor, Visual Memory, Visual Discrimination, and Visual Association. The remaining four subtests measure processes involved primarily with the auditory channel: Auditory Memory, Auditory Discrimination, Auditory Association, and Auditory-Visual Association. The test is administered to a whole class (C.A. 3-6 to 11-0) at one time by a teacher and an aide.⁵ We gave it in two sittings on two different days with three adults present. The director administered the test with one teacher and one aide present to help. After the tests are scored, the student's Chronological Age must be plotted on a profile form. By using a table provided in the manual, the teacher establishes the student's Age Equivalent for each skill area to determine the learning strengths and weaknesses. By totaling the scores on the four visual tests, the Age Equivalent is located for the child's visual age. By totaling the scores on the four auditory tests, the Age Equivalent is located for the child's auditory age. Differences of more than six

months between the Visual and Auditory ages indicate a significantly better Visual or Auditory learner.⁶ This information is critical when prescribing the child's psychoeducational program, as the child must be taught new material by the method by which he can best learn.

Here is an example of a profile (Illustration 6). The teacher has learned that Jim is below grade level in reading. Since he is a better auditory than visual learner, new material should be given through the auditory channel for the most successful learning experiences. His visual discrimination is extremely low, so perhaps his eyes should be checked. His auditory discrimination skills are extremely low, so he probably should be given further testing in this area. His visual motor skills are good, but with a poor visual memory, he must be taught handwriting and other new material by pairing his auditory channel with his visual by means of a method such as the Orton Gillingham, if he is to retain it. Jim's association skills both visually and auditorily are better than his discrimination skills; however, he is not able to pair common objects and actions. This should be taken into consideration when dealing with him.

By observing Jim during the assessment, it was found that he is confused with left and right. He is unable to handle an overload. Since he is somewhat of a perfectionist, he "falls apart" if he disappoints himself by giving a wrong answer. If he thinks he has given the wrong answer, he demands immediate feedback. In general, he is cooperative and has a strong desire to achieve.

This is a sampling of the way we assess our students. It is by no means a complete analysis of any one child's problem, but it should give you some idea of how we go about assessing our students' academic and behavioral strengths and weaknesses at the beginning of the year.

ENDNOTES

¹ Norma J. Zappin and Barbara MacDonald, Developing and Implementing Individual Programs for Handicapped Children, ESEA Title III, I.E.R. Project Staff (Dayton, Ohio: Miami Valley Special Education Regional Resource Center, 1975), p.F4.

² Richard W. Woodcock, Woodcock Reading Mastery Tests, Manual, (Circle Pines, Minnesota: American Guidance Service, Inc., 1973), p.1.

³ Lloyd M. Dunn and Frederick C. Markwardt, Jr., Peabody Individual Achievement Test Manual, (Circle Pines, Minnesota: American Guidance Service, Inc., 1970), p.1.

⁴ Dunn and Markwardt, op. cit., p.24.

⁵ Michael A. Watson, Tests of Group Learning Skills (Freeport, New York: Activity Records, Inc., 1976), p.1.

⁶ Watson, op. cit., p.36.

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Dunn, Lloyd M., and Mardwardt, Frederick C., Jr. Peabody Individual Achievement Test Manual. Circle Pines, Minnesota: American Guidance Service, Inc., 1973.

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Woodcock, Richard W. Woodcock Reading Mastery Tests Manual. Circle Pines, Minnesota: American Guidance Service, Inc., 1973.

Zappin, Norma J. and MacDonald, Barbara. "Developing and Implementing Individual Programs for Handicapped Children." ESEA Title III, I.E.R. Project Staff. Dayton, Ohio: Miami Valley Special Education Resource Center, 1975.

PERSONAL DATA SHEET

STUDENT'S NAME _____ C.A. _____ DATE _____

BIRTHDATE _____ PLACE OF BIRTH _____

PARENT'S OR GUARDIAN'S NAME _____

ADDRESS _____

TELEPHONE NO. _____

PLACE OF EMPLOYMENT (MOTHER) _____ HRS. _____ PHONE _____

PLACE OF EMPLOYMENT (FATHER) _____ HRS. _____ PHONE _____

SISTERS AND/OR BROTHERS' NAMES & AGES _____

MEDICAL INFORMATION _____

TEAM MEMBERS (NAME/POSITION)

ANNUAL GOALS (EDUCATIONAL PROGRAM) _____

COMMENTS _____

RETAIN IN STUDENT'S FOLDER.

MASTER ASSESSMENT/OBJECTIVES PROFILE

STUDENT'S NAME _____

DATE OF TEST	TOOL USED	RESULTS	SHORT TERM INSTRUCTIONAL OBJECTIVES	POST ASSESSMENT RESULTS

FORM B
Response Form

WOODCOCK READING MASTERY TESTS

By Richard W. Woodcock, Ed.D.

EXAMINER _____ TESTING DATE _____

NAME _____ SEX: M _____ F _____

GRADE (G)* _____ AGE _____ SCHOOL _____

TEACHER/CLASS _____ LOCATION _____

*TO NEAREST TENTH OF A SCHOOL YEAR

Testing Date:	Aug.16 Sep.15	Sep.16 Oct.15	Oct.16 Nov.15	Nov.16 Dec.15	Dec.16 Jan.15	Jan.16 Feb.15	Feb.16 Mar.15	Mar.16 Apr.15	Apr.16 May 15	May16 Jun.15
Tenth of Year:	.0	.1	.2	.3	.4	.5	.6	.7	.8	.9

SUGGESTED RETEST DATE: _____

RECORDING INSTRUCTIONS: RECORD CORRECT RESPONSES BY PLACING A "1" (ONE) IN THE APPROPRIATE SPACE. RECORD INCORRECT RESPONSES, OR FAILURES TO RESPOND, BY PLACING A "0" (ZERO) IN THE APPROPRIATE SPACE. IN ADDITION, RECORD ALL INCORRECT RESPONSES IF AN ANALYSIS OF THE SUBJECT'S ERRORS IS TO BE MADE. BLANK SPACES INDICATE ITEMS WHICH WERE NOT ADMINISTERED.

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Publishers' Building, Circle Pines, Minnesota 55014

INTERPRETATION OF RESULTS / FORM B

SUMMARY OF SCORES

RAW SCORES AND MASTERY SCORES			READING GRADE LEVELS AND RELATIVE MASTERY LEVELS					
TEST	RAW SCORE	(MS) MASTERY SCORE TABLE I	(E) EASY READING LEVEL TABLE I	RELATIVE MASTERY AT E	(R) READING GRADE SCORE TABLE I	RELATIVE MASTERY AT R	(F) FAILURE READING LEVEL TABLE I	RELATIVE MASTERY AT F
LETTER IDENTIFICATION., (45)	<u>45</u>	<u>184</u>	<u>12.9</u> ⁵²	96%	<u>12.9</u> ⁷⁸	90%	<u>12.9</u>	75%
WORD IDENTIFICATION, (150)	<u>94</u>	<u>163</u>	<u>3.1</u>	96%	<u>3.5</u>	90%	<u>4.0</u>	75%
WORD ATTACK,..... (50)	<u>21</u>	<u>96</u>	<u>2.2</u>	96%	<u>3.0</u>	90%	<u>4.1</u>	75%
WORD COMPREHENSION... (70)	<u>26</u>	<u>81</u>	<u>2.6</u>	96%	<u>3.4</u>	90%	<u>4.7</u>	75%
PASSAGE COMPREHENSION... (85)	<u>35</u>	<u>92</u>	<u>2.9</u>	96%	<u>3.6</u>	90%	<u>4.7</u>	75%
(TOTAL) <u>616</u>								
TOTAL READING,..... (TOTAL ÷ 5)	<u>123</u>		<u>3.1</u>	96%	<u>3.8</u>	90%	<u>4.8</u>	75%

PEABODY INDIVIDUAL ACHIEVEMENT TEST - INDIVIDUAL RECORD BOOKLET

NAME _____ (last) _____ (first) _____ (middle initial) SEX: M F
(circle)

SCHOOL _____
(or agency or address)

TEACHER _____
(or counselor or supervisor)

EXAMINER _____

TESTING TIME _____ GRADE _____ CODE _____
(min) (or phone) (or race or descent)

AGE DATA

DATE OF TESTING _____ (year) _____ (month) _____ (day)

DATE OF BIRTH _____ (year) _____ (month) _____ (day)

AGE OF TESTING _____ (years) _____ (months)

TEST SCORES

NORMS RECORDED (CHECK ONE) ☐ AGE ☐ GRADE

▼ SUBTESTS

	RAW SCORES	EQUIVALENTS	PERCENTILE RANKS	STANDARD SCORES
MATHEMATICS	30	2.9	4	
READING RECOGNITION				
READING COMPREHENSION				
SPELLING	31	3.0	5	
GENERAL INFORMATION	40	4.7	30	
TOTAL TEST				

Circle the equivalent and/or percentile rank scores plotted on the profile.

INTELLIGENCE TEST DATA

NAME OF TEST	DATE AT TESTING	I.Q. SCORE	ADJUSTED M.A.

PROFILE

▼ ADJUSTED M.A.	▼ CHRONOLOGICAL AGE	▼ GRADE PLACEMENT	▼ MATHEMATICS	▼ READING RECOGNITION	▼ READING COMPREHENSION	▼ SPELLING	▼ GENERAL INFORMATION	▼ TOTAL TEST	▼ PERCENTILE RANK	▼ I.Q. SCORE
18-2	13.0									
17-8	12.5									
17-2	12.0								99	133
16-8	11.5								98	130
16-2	11.0								96	127
15-8	10.5								94	124
15-2	10.0								92	121
14-8	9.5								88	118
14-2	9.0								84	115
13-8	8.5								79	112
13-2	8.0								73	109
12-8	7.5								66	106
12-2	7.0								58	103
11-8	6.5								50	100
11-2	6.0								42	97
10-8	5.5								34	94
10-2	5.0								27	91
9-8	4.5								21	88
9-2	4.0								16	85
8-8	3.5								12	82
8-2	3.0								8	79
7-8	2.5								6	76
7-2	2.0								4	73
6-8	1.5								2	70
6-2	1.0								1	67
5-8	0.5K									
5-2	0.0K									
4-8	0.5N									
4-2	0.0N									
3-8	Pre-									
3-2	School									

CLASS II

TEACHER Joyce

Tests
of

GLS roup
earning
kills

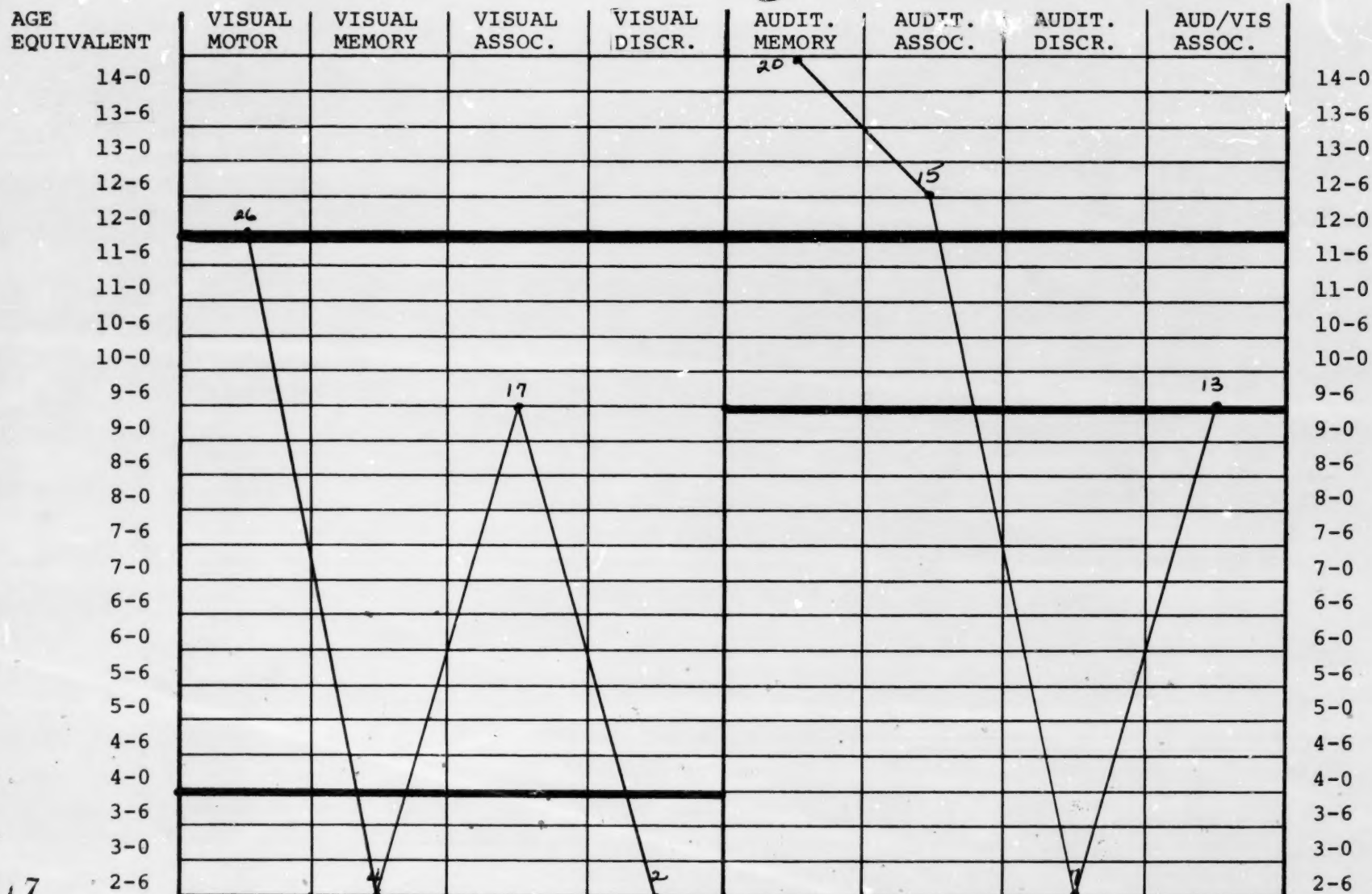
NAME Jim

DATE 10/12/78

C.A. 11-3

VISUAL CHANNEL

AUDITORY CHANNEL



VISUAL AGE 4-0 (49)

OVERALL LEARNING AGE 5-6 (104)

AUDITORY AGE 9-6 (55)